

FROM LEARNERS TO LEADERS

EMPOWERING STUDENTS TO PRACTICE WITH PURPOSE IN COMPLEX COMMUNITIES



2026 AIAS/ACSA NEW FACULTY TEACHING AWARD SUBMISSION

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Image Credit: Charlotte Tuminelli Photography
Community Practice Course - with students Julianne Albino and Nicolle Begoti at on site community engagement event.

STUDENT FEEDBACK

From Boston Architectural College Course Evaluations Fall 2023 - Spring 2025

SP25 Online Synchronous: “As someone who has decades of work experience behind them, this intensive was exceptionally well organized from Ashley down to the TA’s. I felt that my time and intellect were valued and it was a great and meaningful use of my time. Thank you so much!!”

FA24 Online: “I appreciated Ashley’s style of teaching as she practiced what she preached in how she worked and spoke with others on the teaching and student team. I appreciated how outlined and mostly streamlined everything was. It was easy to find what you needed for your coursework... that was incredibly helpful.”

SP24 In Person: “Ashley is easy to understand, responsive and aware.”

SP24 In Person: “Ashley is a very clear speaker and emphasizes all of the important parts of class which is helpful... You can tell Ashley is very passionate about the classes she teaches.”

SP24 Asynchronous: “The instructor has been the most supportive during my time at BAC.”

SP24 Asynchronous: “Wonderful Instructor with detailed instructions are delivered... no questions go unanswered.”

FA23 Online: “Ashley you are kind, well organized, goal-oriented great teacher.”

FA23 Online: “Ashley’s meticulous approach greatly aided my learning, providing advance notice on upcoming topics and consistently sharing comprehensive wrap-up notes after each class. Her adept use of various communication tools enhanced our efficiency in exchanging ideas, ensuring effective and streamlined interaction among the students.”

FA23 Online: “I think the instructor did a very excellent job organizing the course... the dynamic combination of one large group and one smaller community was very beneficial for learning and connecting to the other students.”



CityLab Course - Introducing design and community panel in East Boston exploring Climate Gentrification and Designing for Resilience.

"The work you do in architecture is bound to affect people... in ways you could never expect... so learning how to engage with communities will equip you to impact the world consciously and responsibly."

SP24 BArch Student Reflection

"I HAVE NO WORDS TO EXPRESS HOW HONORED I FEEL TO BE ABLE TO BE PART OF THIS COMMUNITY. IT HAS TAUGHT ME A LOT ABOUT HOW I CAN USE THE INFORMATION THAT I AM GIVEN, TO THEN SYNTHESIZE IT AND SHARE IT WITH OTHERS. IT HAS HELPED ME HOW TO TELL A STORY. I AM TRULY GRATEFUL FOR THIS OPPORTUNITY, AND I VALUE ALL THE SKILLS IT HAS TAUGHT ME... IT WAS A TRULY LIFE CHANGING EXPERIENCE."

SP25 PreCollege Student Reflection

1. FND2007 - COMMUNITY PRACTICE

3-Credit Hour Required First-Year Course, Thursdays 4-7pm

Lead Instructor each semester Fall 2021-Spring 2025

Spring Semesters - In Person ; Fall Semesters - Online Synchronous

~70 students, 7 instructors, and 2 teaching assistants per semester

WHAT IS COMMUNITY PRACTICE?

This first-year course serves as an introduction to contemporary and emergent design practice by investigating the expanded role of design in the public realm, the agency of designers working with(in) communities, and the utility of design-thinking as a tool for social change. Students learn in both lecture and project-based formats, working cooperatively and collaboratively in teams projects with a Community Partner. Students engage in learning by reading, listening, speaking, and doing. Students document, reflect, and analyze their work intermittently over the course of the semester. Community Practice serves as an introduction to the Practice Department and to the pedagogies of applied learning at the Boston Architectural College.

WHAT WAS MY ROLE IN THE COURSE?

I served as Lead instructor and Director for this team-taught course with 4-8 other instructors per semester. This course had remained unchanged since its initial conception in 2013 when I began working with the course. **I refocused the course, asking students to work in small groups and across teams with one mission-driven community partner. This gave students the capacity to work together on global issues (material reuse in the circular economy and housing affordability) in a small-scale, local context.**

We used small group activities each week to apply these communication, collaboration, and community engagement skills, culminating the course in a team-based community engagement design exercise. I redesigned the course learning outcomes so that they would transfer as an introduction to communications course to other colleges. Finally, I welcomed pre-college students into the course, creating a pathway for outstanding juniors and seniors in high school to gain early college credit and build early design literacy.

PRACTICE-INTEGRATED APPROACH



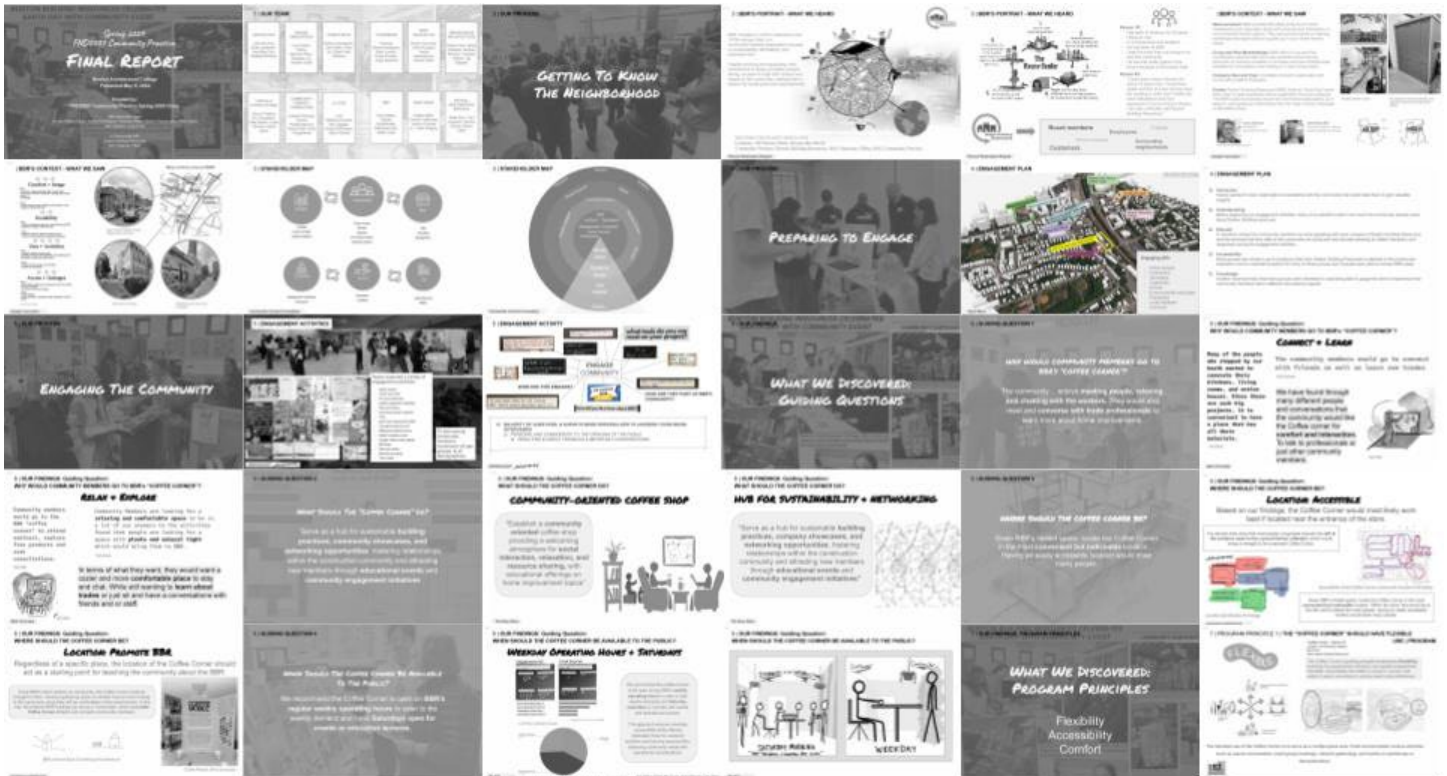
Early introduction to community engagement principles sets the stage for students to build upon these skills throughout their design education.



I shared and discussed this work at the 2025 ACSA113 Annual Meeting, representing collaborators Shaunta Butler, Rashmimala Ramaswamy, and Zachery LeMel.

In the Spring of 2024, 50 total students worked in small teams in an in-person format to develop and run a series of engagement activities to ask how local residents might benefit from the development of an informal gathering area - a “Coffee Corner” - within the community partner’s building, in a rapidly gentrifying area of Roxbury and Mission Hill neighborhoods. **Students visited the site, met community partner representatives, and interviewed local residents to get to know the scope of the project.**

They developed engagement tools designed to allow community members to share their experiences and expertise relevant to the project. Finally, student teams synthesized their findings into one cohesive report containing program recommendations for the development of the new “Coffee Corner” space, which they collectively presented to our community partners.



50 students across four sections synthesized their findings into one cohesive report and presentation with programmatic design recommendations which they presented to our Community Partner at the end of the semester.

PROJECT TITLE: Community Practice

MONTH/YEAR COMPLETED: Spring 2024

ROLE OF NOMINEE (in the project): Lead Instructor

COLLABORATORS + FUNDING SOURCES EXPENSES: Four instructors and two teaching assistants paid for co-instructing 3-credit hour course

STUDENT COMPENSATION: 48 students contributed to this project for a 3-credit hour Community Practice course



EMPOWERING STUDENTS AS LEADERS

Testing individual communication and collaboration skills over the course of the semester equips first-year students to work directly with a community partner on a design project in their first year of design school.



Skill 1: Active Listening

Activity: Building Blocks of Communication

Returning to the basics of communication, students test giving and receiving instructions on how to build block towers without any visual aids. They later compare this with giving instructions using only visuals and no words, highlighting the power of both modalities of communication to convey ideas.



Skill 2: Speaking with Intention

Activity: Stakeholder Mapping

Students then facilitate a conversation among their team about a “failed” case study built project, facilitating a conversation among their team to understand how the different stakeholders in the project were engaged (or not engaged) in the design process.



Skill 3: Leading with Clarity and Confidence

Activity: Engagement Fair

The Engagement Fair allows students to lead one another, peer, class alumni, and community engagement experts in a series of engagement activities around a topic to test their effectiveness and build confidence. They modify their engagement activities based on feedback from the engagement fair.



Skill 4: Engaging Your Community

Activity: Community Engagement

Students bring their engagement activities directly into their stakeholder community to practice each of the listening, speaking, and leading skills tested within the classroom setting. They synthesize their findings from these activities into a report for our community partner.



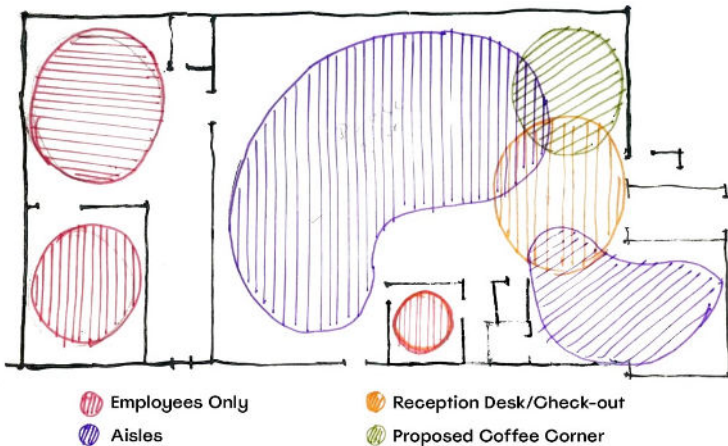
ENGAGING WITH COMPLEX COMMUNITIES

Leading activities directly with community members allows students to build confidence in their speaking skills, understand how different stakeholders understand and are impacted by a project, and use information gathered to inform a design project with lasting impact.



Image Credit: Charlotte Tuminelli Photography

Students Adi Abramovich, Julienne Albino, and Colin Halliburton, leading community engagement activities in the field to learn more about their stakeholder community and share material reuse best practices.



'Activity Grouping' as guiding design principle, sketch by student Dhruvi Thakkar.

STUDENT REFLECTION: *This activity taught me a lot, primarily though, it taught me about communication. We were tasked to engage design professionals but in reality, once out in public, we could not control who participated in our activities and therefore had to adapt to each person that arrived. We also verbally explained each activity which gave lots of opportunities for improvement on our clarity. Beyond this I also learned to be critical about my own work, when told to iterate on our activities I had to look at them through a new lens and find areas that were weakest to improve the activity as a whole.*

PROJECT TITLE: Community Practice Engagement Project

MONTH/YEAR COMPLETED: Spring 2024, Spring 2025

ROLE OF NOMINEE (in the project): Lead Instructor

COLLABORATORS + FUNDING SOURCES EXPENSES: Four instructors and two teaching assistants each semester were paid for co-instructing 3-credit hour course.

STUDENT COMPENSATION: 100 students contributed to this project for a 3-credit hour Community Practice course over two semesters

"This experience was meaningful because it demonstrated how skills from my current work can be applied to understanding architectural projects. I discovered that investing time in planning and analysis leads to better results in the design process."

SP24 MArch student reflection

2. BEGINNER PRACTICE ASSESSMENTS

Experiential Learning Degree Requirement Milestone

Lead Instructor each semester Fall 2021-Spring 2025

Spring Semesters - In Person, Fall Semesters - Online Synchronous

~90 students, one co-instructor, 8 teaching assistants per semester

WHAT ARE BEGINNER PRACTICE ASSESSMENTS?

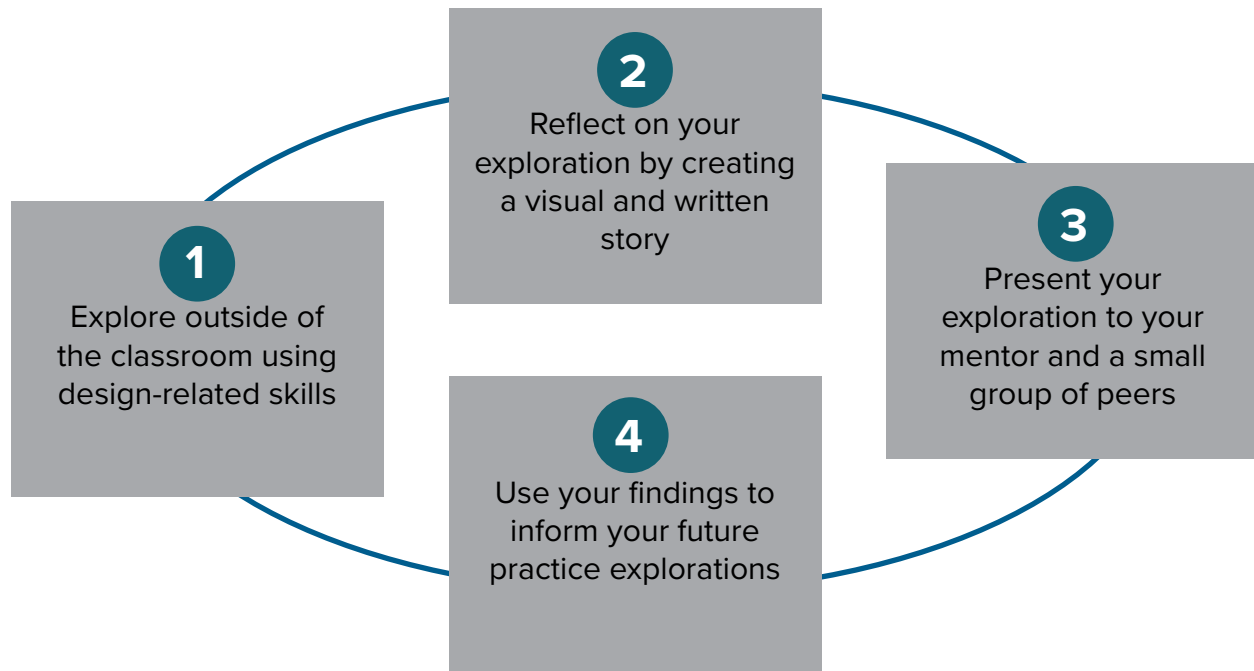
Beginner Practice Assessments are an experiential learning milestone for first-year architecture and design students. The Assessment process helps students take charge of their professional growth from the very start of their design education. Students jump start their Practice Degree Requirements by completing a small applied learning activity outside of the classroom.

Each student is assigned a mentor (Beginner Practice Assessment Teaching Assistant) to guide as they document, reflect on, and present their experience. Students explore their own Student Learning Contract, a tool for demonstrating their developing skills, while also exploring the wide range of opportunities—both within and beyond traditional design firm work—that can shape their practice.

Rather than simply reporting past experiences, students are asked to **transform how they think about their work experiences as learning experiences: using them as a lens for reflection, skill-building, and envisioning their future as design practitioners.** The Beginner Practice Assessment builds confidence in what students have already accomplished and empowers them to craft a thoughtful career plan that connects their current learning to their long-term professional aspirations.

WHAT WAS MY ROLE IN THEIR DEVELOPMENT?

This assessment fits into a larger, existing experiential learning framework at the Boston Architectural College led by the Practice Department team. I simplified the format of these assessments, **created focused experience pathways that welcome students without a design-related job to help build their design skill set, and empowered current students as TA mentors to lead** assessments, guide students, and share their own experiences in a new small group format.



Experiential Learning Framework at the Boston Architectural College. Students complete thousands of hours of practice-integrated learning, supported by mentorship, interdisciplinary collaboration, and outcomes-based assessment.

PROJECT 1

SOCIAL MEDIA CAMPAIGN

Center for Arts, Design & Social Research
 September 2024
 Social Media Coordination & Data Analysis
 Massachusetts

My Role on the Project: Campaign + Design Lead

My Time on the Project: 17.5 hours

Experience on the Project was during these

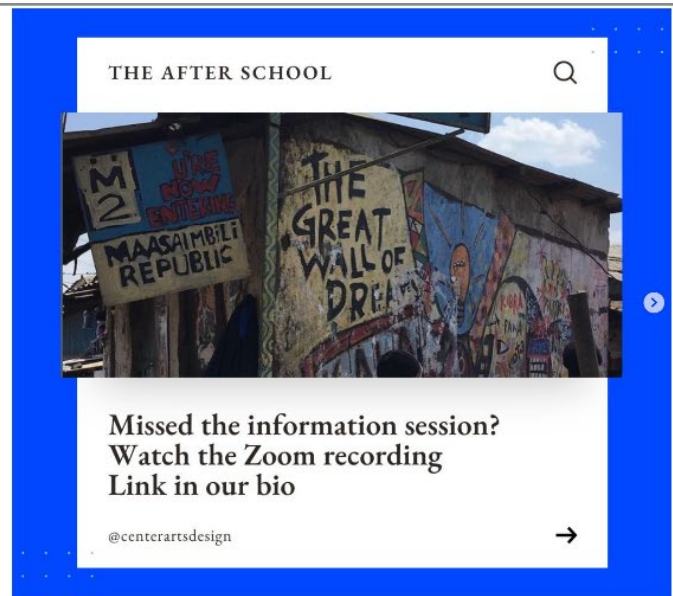
Phases: Content Creation and Research, Data Analysis, Documentation

My Mentor on the Project: Dalida María Benfield

My Responsibilities

I was responsible for creating and managing the social media campaign for announcing our upcoming year-long arts and research residency in Kenya this October. I worked independently to develop the social media posts and campaign strategy, researched background statistics, and presented my proposed approach to my supervisor. After receiving feedback, I collaborated with other community members to enhance the campaign's impact.

I incorporated the team's feedback on design edits to ensure the



Impact on Learning

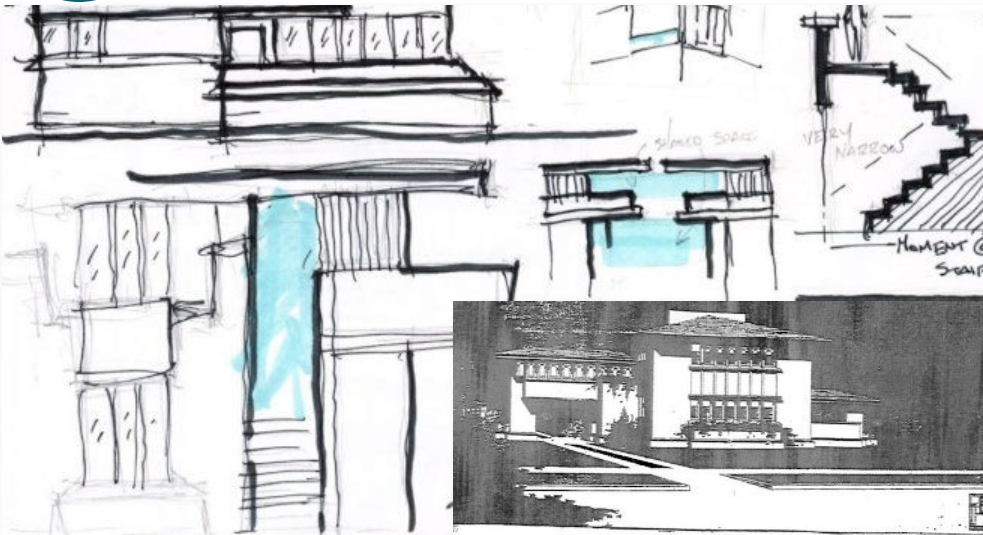
Spending more time on data analysis has significantly deepened my understanding of the cognitive effort required in this field. Reviewing past campaign analytics helped me identify the optimal times for reaching our audience. I learned that effective creation involves more than just visually appealing content; it also requires thorough research, such as pulling quotes from two-hour Zoom sessions and tagging participants for reposts.

Work by student Sybille Gorneille, Fall 2024, submission and reflection excerpts.

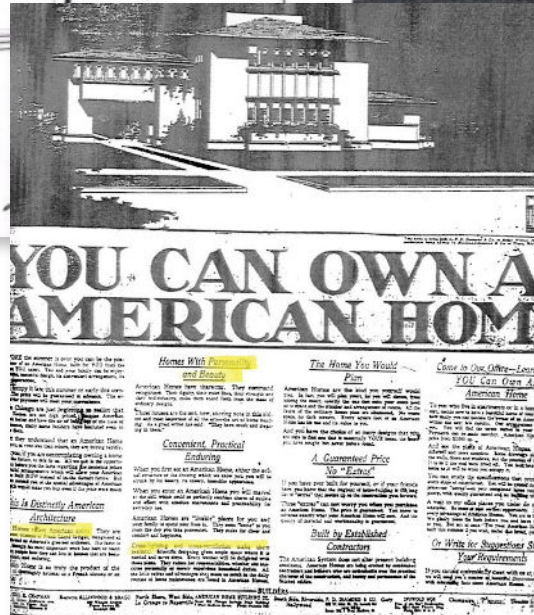


PRACTICE BEYOND THE CLASSROOM

Students explored their own professional and personal communities to practice, reflect on, and tell the story of their growth.



Images and reflection by student Mathew Otto, Fall 2024



Frank Lloyd Wright's American System-Built Houses

Burhans-Ellinwood & Co. Model House
10410 S. Hoyme Ave.
Chicago, Illinois

H. Howard Hyde House
10541 S. Hoyme Ave.
Chicago, Illinois

Date: 1917
Architect: Frank Lloyd Wright

"BUILT TO SUIT"
-NOT "OFF-BUILT"

In the years preceding America's entry into World War I, the real estate pages of Chicago's newspapers became a major resource for city dwellers seeking to follow the "American dream" by building homes for their families. Every Sunday, large display advertisements vied for the attention of potential homeowners with offers of lots in outlying subdivisions and a variety of "built-to-suit" houses to meet any budget. Early in 1917, a particularly eye-catching series began to appear showing houses within the bungalows usually offered. Each was accompanied by seductively worded copy offering fine design and high ideals:

FOCUS ON BEAUTY, ARCHITECTURE, AND BUDGET

"DISTINCTIVE AMERICAN"

There's a bright, cheerful home waiting for your family and you. A better home. Better built, excellently planned, for more livable.

More beautiful? Yes it will have that new thing - genuine architectural beauty - designed by a leader of architects.

You select your plan. It is built to your order - your own.

Designed by America's great creative architect, Frank Lloyd Wright. Constructed by a system that guarantees a high grade building and a known price - no extras.

In short, an AMERICAN HOME.

SUBMISSION + REFLECTION EXCERPTS

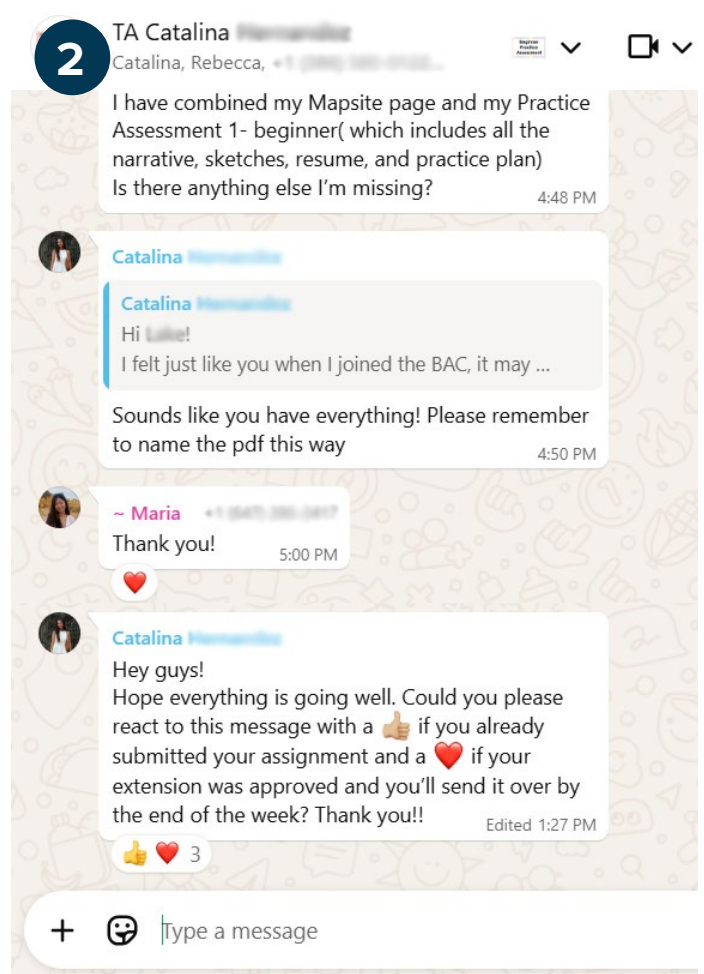
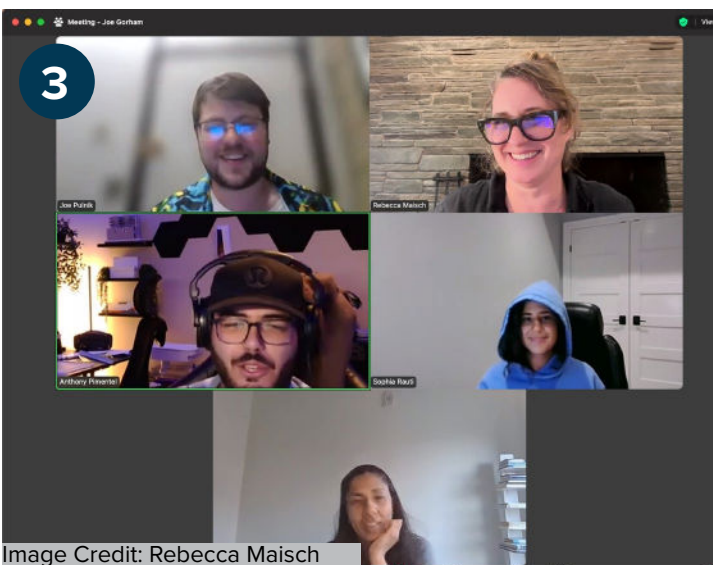
- Human Centered Design** - Interviewing and observing fans of Wright interact and speak about his designs
- Investigation, Inquiry, Analysis** - Viewing and sketching how Wright handled Mass, Transitional Spaces, and Fenestration.
- Interpersonal Skills** - Understanding how to tactfully and respectfully approach questions and interactions with other people on the tour. Avoiding disrespecting their time while on vacation or coming off negatively while asking for clarifications
- Diagramming** - Using diagrams to capture important notes I wanted to take during the interview
- Cultural Organizations** - Approaching and working with "Wright in Milwaukee" historical society to make sure that joining the tour, interviewing guests and guides, and sketching throughout the building was allowed. Providing my sketches in digital format for their use if they like.

As a Human-Centered Designer embarking on my M. Arch, this exercise was a wonderful meshing of my history in design research and the future path to architect. The people I interviewed didn't always have the words for why, though they knew that they liked the buildings Wright produced... The research and human aspect of my background is incredibly exciting to bring forward into architecture, and I want to remember that **these spaces and environments I design will have an end user with their own needs, opinions, and tastes. As a designer it will be my job to translate those needs into meaningful, good architecture through communication, visualization, research, and hard work.**



EMPOWERING STUDENTS AS LEADERS

After students successfully complete their Beginner Practice Assessment, some return to serve as Teaching Assistants, where they lead new students through each step of the assessment.



Teaching Assistants (current students who completed their Beginner Practice Assessment in a previous semester) lead students over a month to develop and present their practice experiences through **1) small group workshops, 2) asynchronous communications (Whatsapp), and 3) small group interview sessions** to support peer-to-peer learning. Students present their work in small groups of 3-5 students, during which they practice giving constructive feedback paired with complete structured peer evaluations.

Many students enter the experiential learning component of their degree concerned that they are not enough, that they do not have enough experience to succeed in practice, or that they do not have the skillset needed to succeed. This small group approach builds confidence in students' own skillset, allows them to **see a range of other approaches to pursuing and completing their experiential learning, and highlights that there are many ways to understand, approach, and showcase their own work.** Co-instructor Rebecca Maisch and I met weekly with TAs to train, support, and guide throughout the milestone.

PROJECT TITLE: Beginner Practice Assessments
MONTH/YEAR COMPLETED: Spring 2024/Fall 2024/Fall 2025
ROLE OF NOMINEE (in the project): Lead Instructor
COLLABORATORS + FUNDING SOURCES EXPENSES:

1 co-instructor and 8 Teaching Assistants leading experiential learning degree component per semester.

STUDENT COMPENSATION: 232 students completed this exercise to contribute to their practice degree requirement across three semesters.

"I DO NOT HAVE THE WORDS TO EXPRESS WHAT IT MEANT TO TAKE THIS CLASS AT THE BEGINNING OF THE SEMESTER. I WAS A LITTLE APPREHENSIVE AND DID NOT KNOW WHAT TO EXPECT. THE CREATIVE CONTENT OF CITYLAB AND ALL THE ASSOCIATED ELEMENTS... HELPED TO CONFIRM THAT I AM IN THE RIGHT PLACE DOING EXACTLY WHAT I AM CALLED TO DO."

FA21 MArch Student Reflection

3. CITYLAB

2-Credit Hour Required First-Year Course, 4 Day Intensive

Lead Instructor each semester Fall 2021-Spring 2025

Fall Semesters - Online Synchronous, Spring Semesters - Online Synchronous, Online Asynchronous

~70 students, 15 instructors, and 2 teaching assistants per semester

WHAT IS CITYLAB?

CityLab is a required first-semester course for all entering undergraduate and graduate students.

Interdisciplinary teams are led by instructors who help guide the pursuit of in-situ field observation and analysis of the built environment.

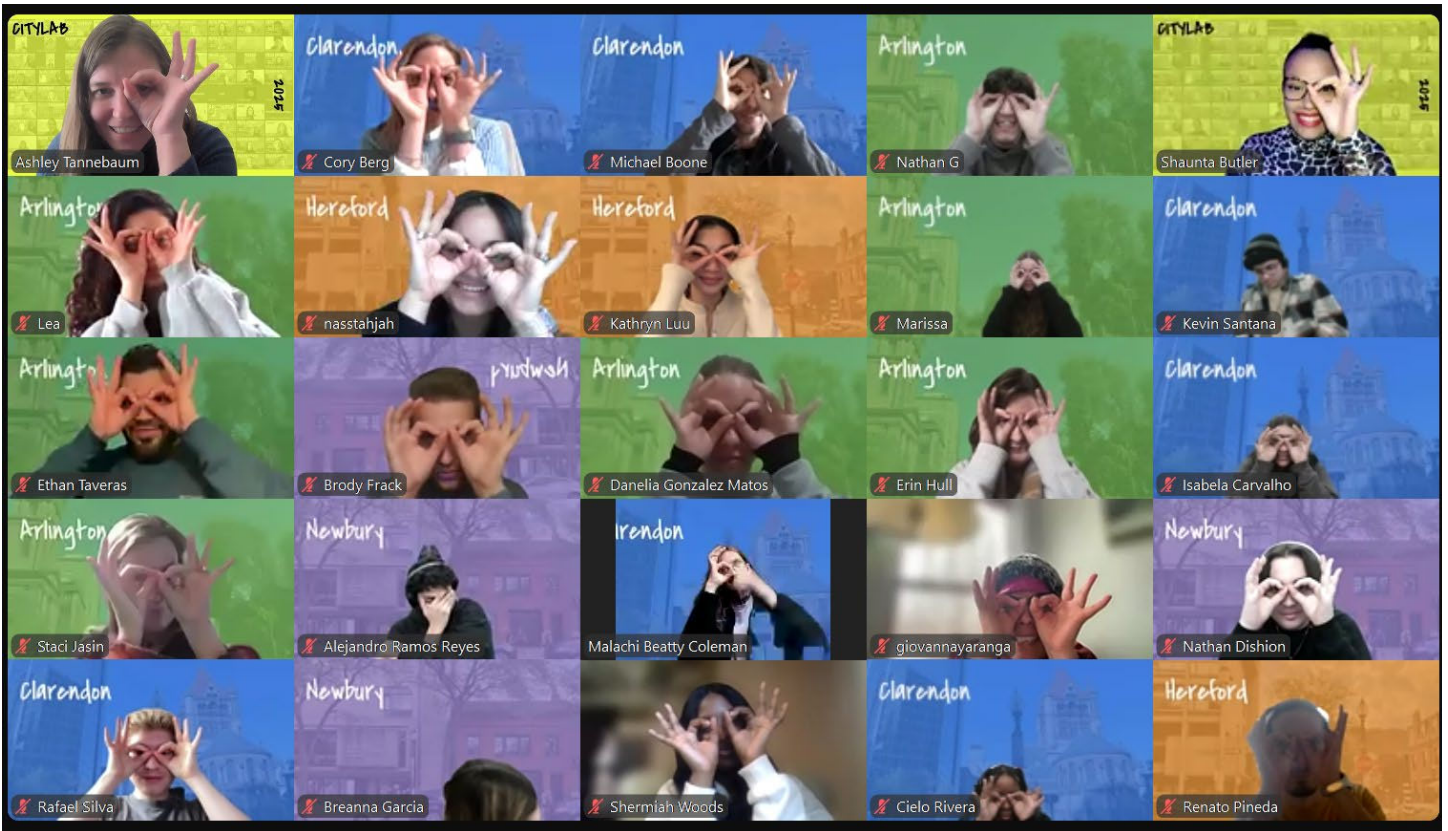
Students sketch, reflectively journal, and work collaboratively in a team charrette. The course emphasizes design stewardship, exploration, and community engagement. It fosters a strong sense of discovery, curiosity, and appreciation for learning outside the classroom in a personal, applied manner, where collaboration and effective communication are essential.

WHAT WAS MY ROLE IN THE COURSE?

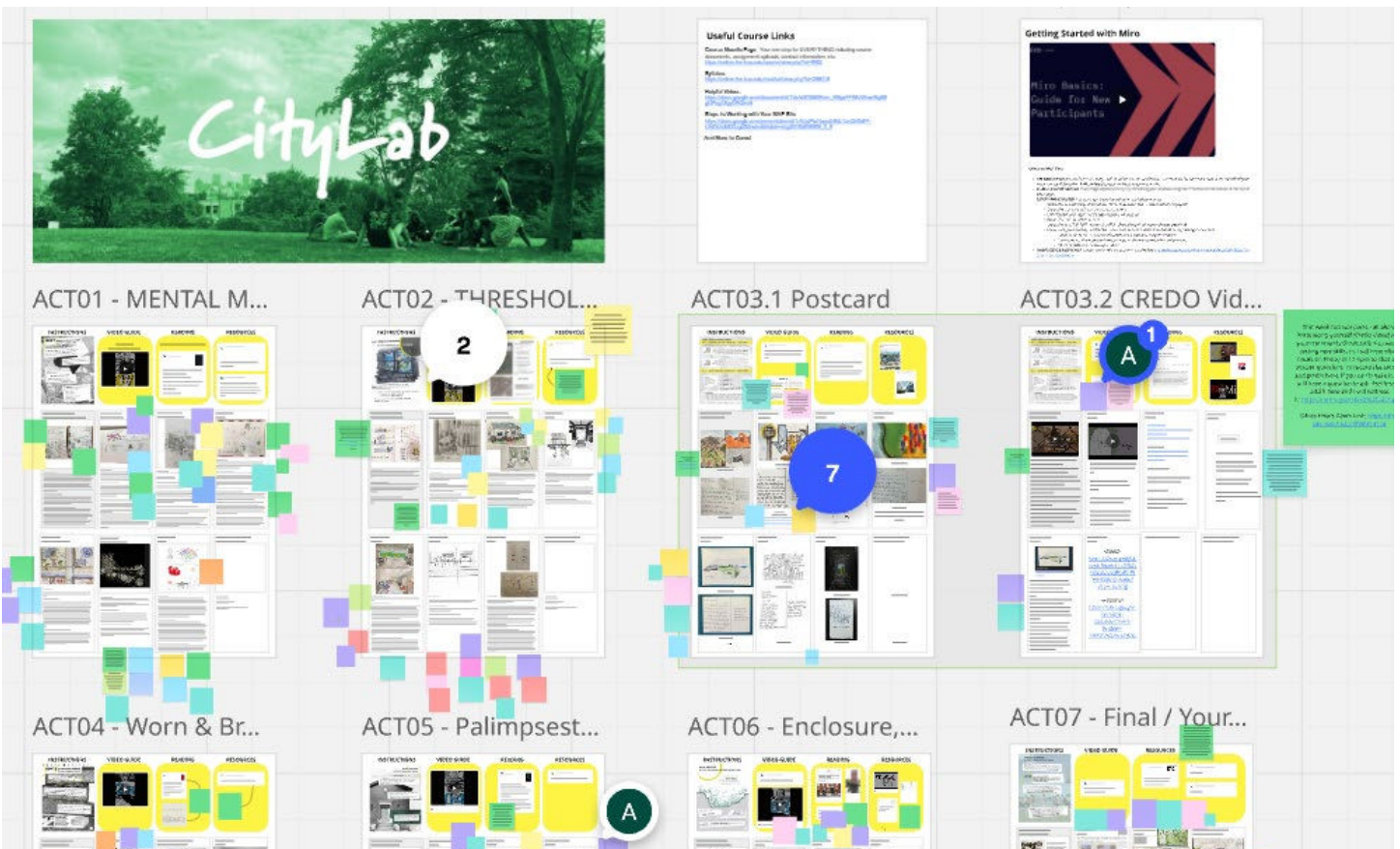
The course was already incredibly strong. I knew that students benefit from this course the most when they connect with their classmates, feel confident in testing their sketching skills, and felt that the course related to their own big "WHY" driving their studies. The changes I made the course were aimed at further building community and creating opportunities for students to understand how their observations during class time connect to larger societal challenges and opportunities within the design field.

On site, I developed a walking path that led students through Boston and East Boston to better **understand how these neighborhoods have demonstrated resilience in the face of climate gentrification.**

Online, I reformatted the synchronous and built a new asynchronous framework to **support culture building and peer-to-peer learning**, building more structured opportunities for teaching assistants to support students, establish "team" identities within and across sections, and use tools like Miro boards, Whatsapp communities, and online work galleries to make student growth visible.



CityLab Synchronous Course Class photo - Team background photos are part of the larger toolkit used to build community within each section and across sections. In the online synchronous version of the course, students from around the world walk in their own neighborhoods and examine their environments through the five CityLab lenses, then report their findings to teams throughout the day.

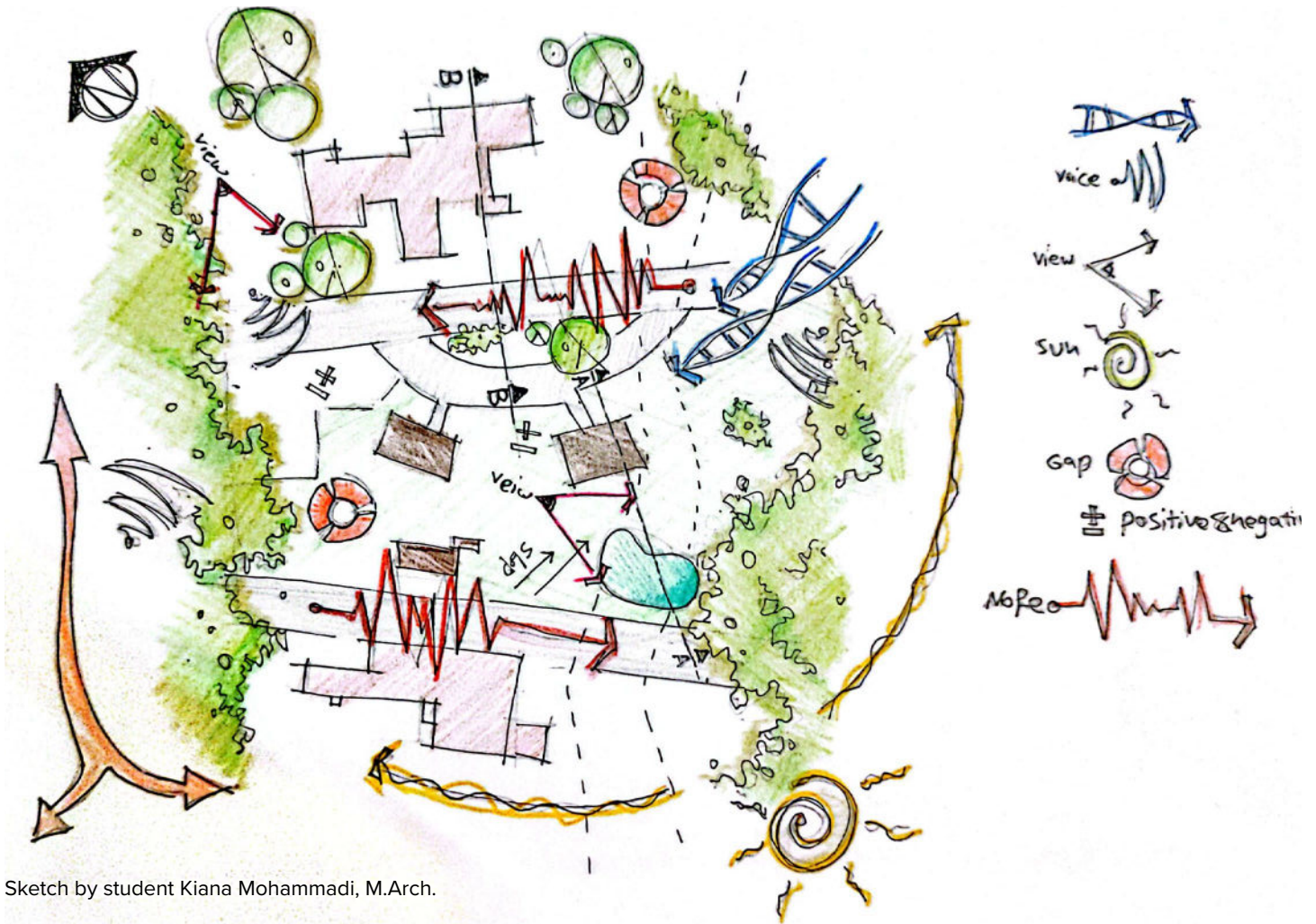


CityLab Asynchronous Course - Students provide feedback and support for one another, learning about each other's talents and experiences. Students practice giving constructive feedback to their peers in this introductory course, encouraging them to learn more about their classmates and build a supportive learning community that they can take with them beyond the course.



PRACTICE BEYOND THE CLASSROOM

In their first week of coursework at the Boston Architectural College, students leave the classroom to observe the design of the built environment in their neighborhood supports (or does not support) its community, using five CityLab design lenses (see below).



Sketch by student Kiana Mohammadi, M.Arch.

The CityLab intensive is students' first course at the Boston Architectural College, and as such forms their first foray into understanding the relationship between design and the city. By meeting directly with architects, designers, community leaders, and community members and observing the places they share, students are challenged to see **how social, environmental, and political forces interplay within the designed public spaces we share**. This sets the stage for students to consider these forces throughout their own future design practice.

Whether in person, online synchronous, or online asynchronous, students use sketching outside of the classroom and in shared public spaces as a tool to understand and communicate the design of the built space through the five CityLab design lenses: health & human comfort, environmental wellbeing, built form, open space, and social & cultural systems. Students examine the layers of impact the design of a place can impart and how they as future designers of built space can use this knowledge to address larger societal goals and challenges.

PROJECT TITLE: CityLab

MONTH/YEAR COMPLETED: Spring, 2024, Fall 2024, Spring 2025

ROLE OF NOMINEE (in the project): Lead Instructor

COLLABORATORS + FUNDING SOURCES EXPENSES: 7 co-instructors and 2 teaching assistants per semester were paid for this 2-credit hour course

STUDENT COMPENSATION: 144 students across three semesters completed these activities for a 2-credit hour course



ENGAGING WITH COMPLEX COMMUNITIES

Meeting thought leaders and professionals, interviewing community members, and exploring public spaces particularly vulnerable to climate gentrification in the Boston area in students' first week of coursework shows students the agency they will have as future design leaders to shape their environments.



In person student teams meeting local vendors, local professional organizations, and attending a panel presentation with a designer, planner, and local resident to understand the many lenses through which they can understand and design a space and how public space in the city is changing in the light of climate gentrification.

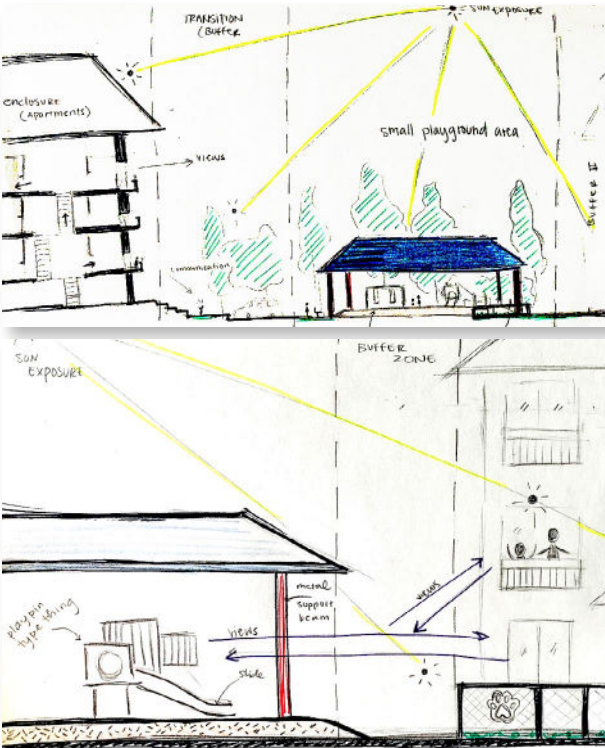
SUBMISSION + REFLECTION EXCERPTS:

What did I sketch?

I had the pleasure of taking a 6-year-old, to the park at our apartment complex. Spending time there was really eye-opening. I often think about accessibility, even though I don't always need to rely on it myself. Still, I recognize that accessible design always benefits me. She is deaf, and while I can communicate with her at a basic kindergarten-level in ASL, I realized something while she was playing: ***I had no easy way to get her attention unless I moved directly into her line of sight.*** That small moment made me think more critically about how the playground is designed.

What did I learn about one of the CityLab Lenses?

Health and Human Development - Thinking about how the park affected access, comfort and independence. Inclusive designs shapes how people experience connection and health. Its not just about meeting needs, its to create space where everyone can participate.



Sketches and reflections by Sybille Gorneille, Spring 2025 Online Asynchronous, documenting observations on site.



MAPsite Tumblr page to highlight exemplar student ePortfolio among peers.

4. MAPSITE E-PORTFOLIOS

MAPsite = My Active Practice

Fall 2022-Spring 2025

1,000+ students since Fall 2022

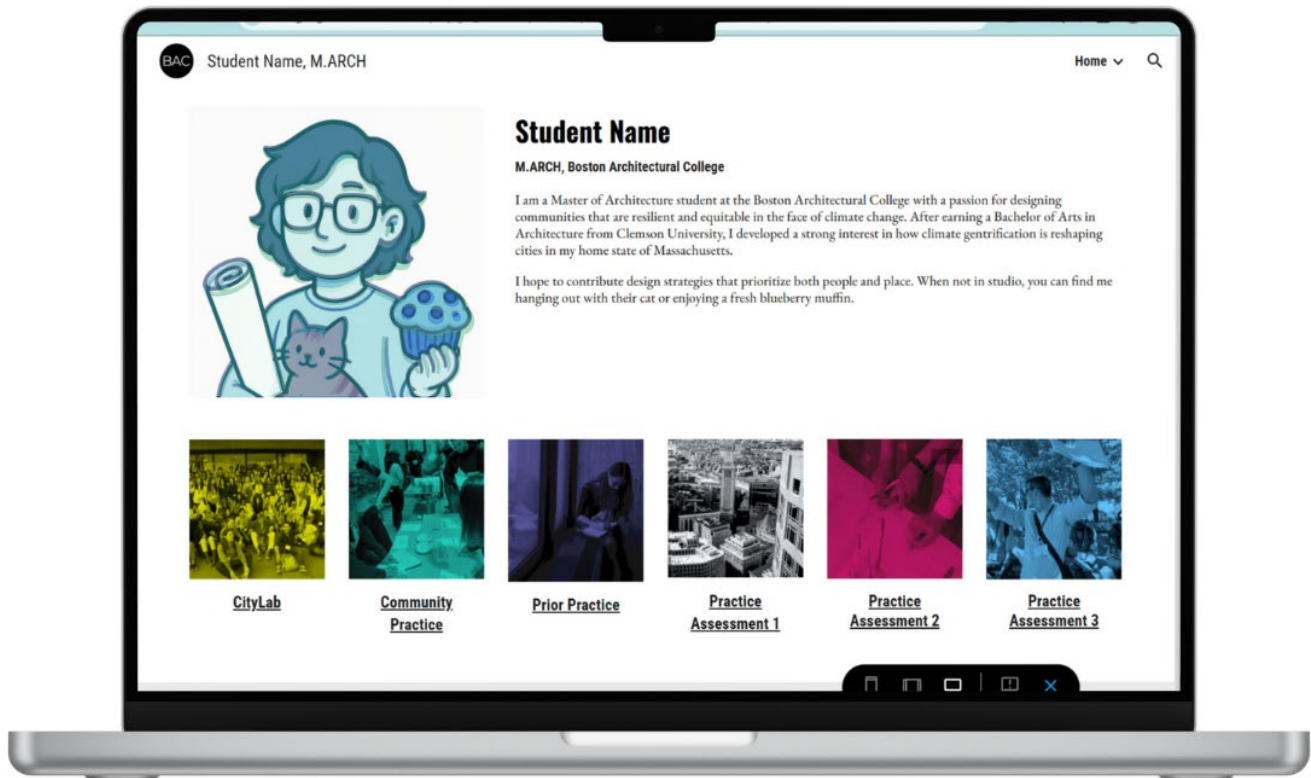
WHAT ARE MAPSITES?

MAPsites are an ePortfolio initiative at the Boston Architectural College that connect students' learning within the classroom to their professional growth, facilitating integrative learning, peer-led learning, and directed reflection. Students each craft a MAPsite based on a template to document their academic work across two first year design courses and up to 1,500 hours of experiential learning, which are documented and assessed as part of their degree requirements.

With their MAPsite, students incrementally track their progress, reflect on how classroom learning connects with professional experience, and showcase their own growth as emerging practitioners.

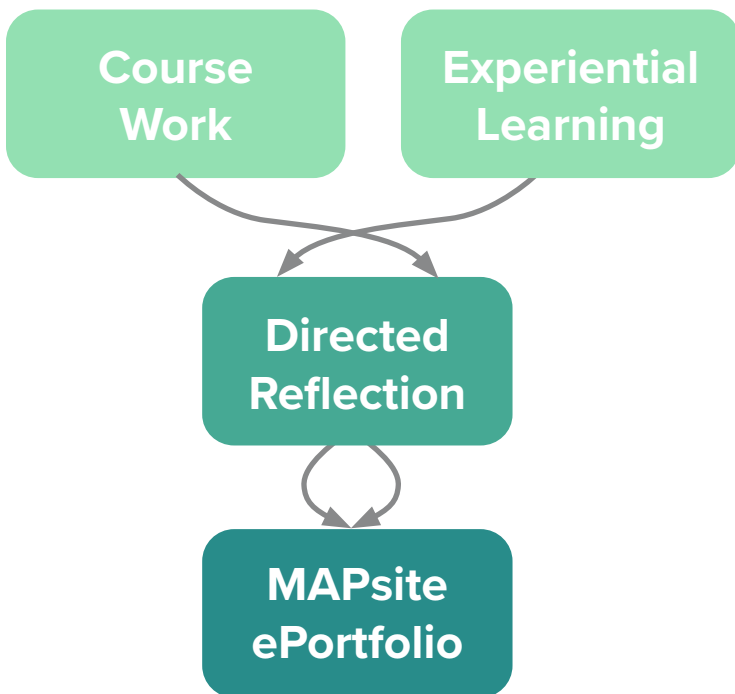
WHAT WAS MY ROLE IN THEIR DEVELOPMENT?

I collaborated with my colleagues in the Practice Department to create this new initiative using a template e-portfolio that could be shared with students to highlight their work across their Practice Degree Component. I then built a process to create and share these template with students and teach them how to **use it as a tool to tell their own story and connect their experiences with their purpose.** I hire, train, and meet weekly with the MAPsite TA to provide guidance and support.



Example MAPsite Homepage. Each icon links students to a templated page that they will complete for each practice course or degree milestone. Students are encouraged to modify the template as needed as it serves as a catalyst to promote visual and written storytelling skills.

At the start of their academic journey at the Boston Architectural College, students receive a blank templated MAPsite, with pages for each practice related course and degree component. Students develop each page as a part of their studies, creating opportunities for integrative learning where students synthesize their learning across courses and their work outside of the classroom.



MAPsites are also used as a tool within the classroom to support dialogue among students and support peer-to-peer learning. Through this approach, students see one another's growth, exchange feedback, and adapt their templates to tell their own stories. This approach expands the role of ePortfolios into identity-building, agency, and professional preparation.

As a website, MAPsites not only serve as a vessel for student reflections, **it can be leveraged as a tool to support students' professional job search and career growth.** Many students have added pages to their MAPsite to highlight additional areas of growth whether from other coursework or other work experiences, making it an ideal tool to show with potential employers, colleagues, and community members to highlight their own skill development and job readiness.

MAPsites integrate students' coursework and experiential learning through repeated directed reflection.



PRACTICE WITH PURPOSE

Structured directed reflections connect students' activities in the classroom with their learning outside of the classroom and ask students to connect this learning with their bigger career and personal goals.

CITYLAB

SP 2024

TEAM HEREFORD

Andy Vieira (Instructor)

Colleen | John | Khadijah | Lucas | Mack | Nicole | Peter | Tatiana

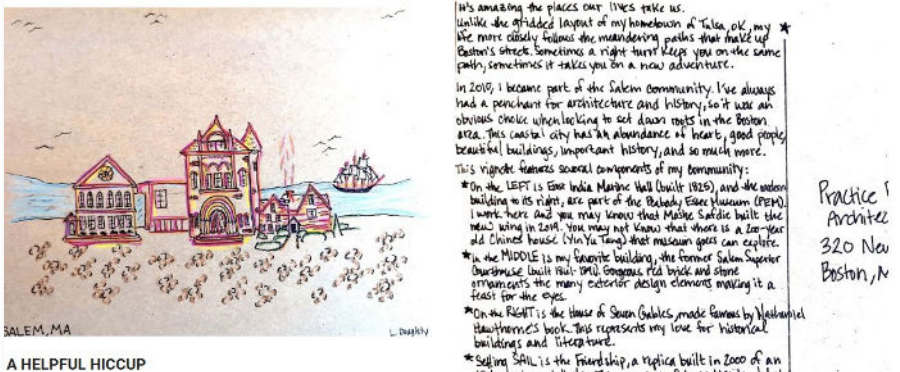
READY. SET. SKETCH.

When I initially read this passage from *The Image of the City* by Kevin Lynch (1), I thought to myself - yes, self, you are observant! This was after the first day of the class.

"At every instant, there is more than the eye can see, more than the ear can hear, a setting or a view waiting to be explored. Nothing is experienced by itself, but always in relation to its surroundings, the sequences of events leading up to it, the memory of past experiences."

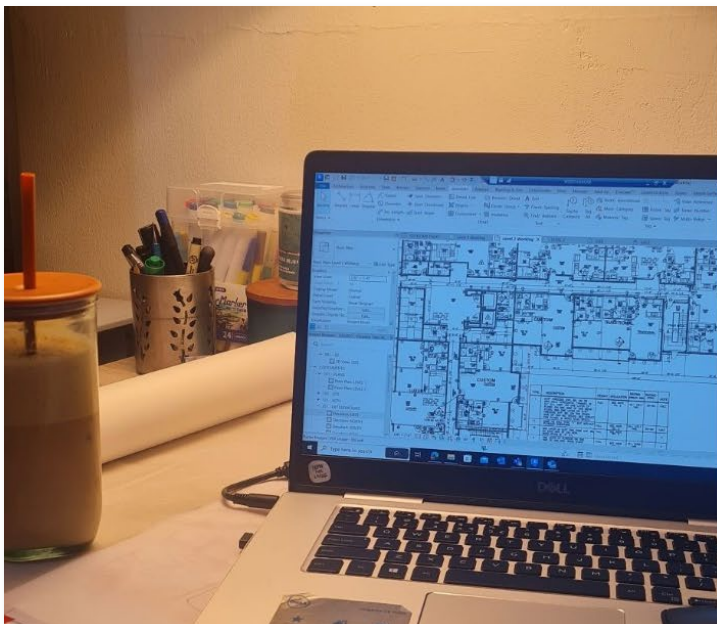
Then came the subsequent days and assignments - a blur of new experiences, stretching my out of shape sketching muscles, learning new techniques, and getting to know and work alongside a dynamic and enthusiastic Team Hereford. In reflection, I realize perhaps I haven't been observing as closely as I thought and perhaps there is so much more to see.

POSTCARD



A HELPFUL HICUP

CityLab MAPsite Page by student Lora Doughty, Spring 2024.



Student Dhruvi Thakkar reflects on how lessons learned from FND2007 Community Practice can inform her remote work.

The MAPsite template has a separate page for each course and degree milestone within students' Practice Degree Component.

Each page contains a template that is used within course and degree assignments as directed reflections. With these reflections, students **make connections between their work within the classroom setting and beyond it**, imagining how they can inform one another and equip them for the next steps in their career journey.

MAPsites are shared with students within a course to better support peer-to-peer learning and are used as a presentation tool within the classroom.

Activity Description

The insights gained from the activities described above can greatly aid in the transition to working from home. Clear and precise communication becomes even more crucial when collaborating remotely.

By understanding the importance of providing detailed instructions and actively listening to colleagues, remote teams can enhance their effectiveness and productivity. Additionally, simplifying tasks and processes, as demonstrated in creating step-by-step instructions, can streamline remote work activities and make them more manageable for all team members.

Ultimately, the lessons learned from these exercises can foster stronger teamwork, clearer communication, and improved efficiency in the remote work environment.



EMPOWERING STUDENTS AS LEADERS

Each semester, a student acts as MAPsite Teaching Assistant - supporting students across degree programs in setting up, working with, and getting the most out of their MAPsite ePortfolio.

A distinctive feature of the MAPsite is its student-led framework. Student workers create MAPsite templates, develop educational resources, and support their peers in developing their sites. I hire one student a semester to act as MAPsite Teaching Assistant and meet with them weekly to provide training, support, and guidance.

The MAPsite Teaching Assistant has several dedicated responsibilities. **They lead their peers, sharing their own knowledge and experiences working with MAPsites and helping students envision how this tool can support their own experiential learning.** They are the primary point of contact for all students using MAPsites. They create and share each students' template, provide technical support, host office hours, and monitor a dedicated email to respond to student questions.


Recent MAPsite teaching assistants have led introduction sessions to MAPsites within courses of 80+ students and helped develop educational resources (a website and small, targeted support videos) to guide students in designing their own MAPsites.

MAPsite Guide home create share support

Share your MAPsite

Typical Print-to-PDF options frequently do not display the formatting of MAPsites accurately.

Follow the steps below to learn how **GoFullPage** can create a high-fidelity PDF of your MAPsite.

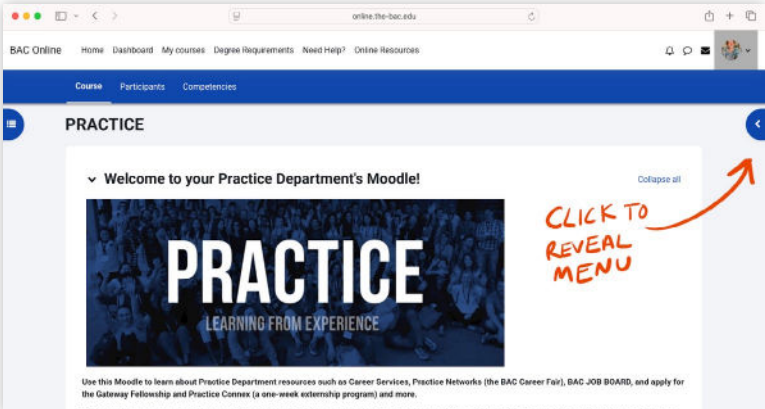


Install the GoFullPage App in Your Browser

1. Open your Google Chrome Browser and log into your BAC Google Account
2. Using the Search bar, search for "GoFullPage" Google Extension and open the top search result ([this link](#))
3. Click "Add to Chrome".
4. A popup will show up asking if you want to add the extension. Click "Add Extension".
5. A new tab will open saying that the extension has been installed.

1,000+ MAPsites

have been created for students since 2022.



The screenshot shows a Moodle page for a 'PRACTICE' department. The page has a blue header with navigation links: 'BAC Online', 'Home', 'Dashboard', 'My courses', 'Degree Requirements', 'Need Help?', and 'Online Resources'. Below the header, there are tabs for 'Course', 'Participants', and 'Competencies'. The main content area has a title 'PRACTICE' and a subtitle 'LEARNING FROM EXPERIENCE'. A red arrow points to a 'REVEAL MENU' button in the top right corner of the content area.

MAPsite support resources developed by TA Ross Goodman with support from Tina Maceri Bolden and myself.

Project Title: MAPsites

Month/Year Completed: Fall 2022-Present

Role of Nominee (in the project): Supporting Faculty

Collaborators & Funding Sources Expenses: Beth Lundell Garver guided MAPsite development, Tina Maceri Bolden contributed to developing educational resources for students.

Student Compensation: 1 Teaching Assistant per semester paid hourly for roughly 5 hours per week.

"I personally learned a lot about modern day slavery, which is very much linked to the industry we plan on entering into. I'm so grateful for the stories we heard and the solutions we learned + realized along the way."

SP25 BArch Student Reflection

5. 2025 DESIGN FOR FREEDOM STUDENT COMPETITION

Spring 2025

4 students on team

One co-instructor supporting

Student Team:

Julia de Lima, Elijah Feliz Santana, Hunter Osborne, Berlens Badin

What was the competition?

Students in Boston, Rhode Island, and Montana came together to continue working on the themes explored in their FA24 Community Practice course. They were challenged to develop a design project that raised awareness among architecture students and faculty about forced labor in the creation of the built environment.

Informed by a rigorous, self-led community engagement process, the student team selected a site, formulated a program, and designed a thoughtful temporary housing and rehabilitation center for victims of forced labor with local and ethically sourced materials. They developed the following design statement for their project:

Terra Cura Center - A temporary housing and rehabilitation center. A place where healing unfolds and dignity is restored. It promotes physical, mental and emotional health. Self-confidence is rebuilt and celebrated while fostering community engagement and awareness. At this temporary space, the impact is intended to be lasting. Offering survivors the tools to rebuild their lives. Allowing them access to educational programs and awareness of their legal rights. While pathways to employment are created through an ethical business model, such as agriculture and farmers market. A business model that honors financial independence and the dignity of work.

What was my role?

I saw that the students of the Fall 2025 semester were inspired by the potential of design within the circular economy and wanted motivated students to be able to continue engaging with these themes. I found the Design for Freedom Student Competition, opened a call for students to join a team, created a framework, and met periodically with the team along with Rashmimala Ramaswamy to support concept development and provide guidance and support throughout the project development.

Project Title: Design for Freedom Student Competition

Month/Year Completed: Spring 2025

Role of Nominee (in the project): Supporting Faculty

Collaborators & Funding Sources Expenses: Co-led with Rashmimala Ramaswamy.

Student Compensation: Four students receive roughly 80 hours credit toward their Experiential Learning Degree Requirements.

2026 AIAS/ACSA NEW FACULTY TEACHING AWARD SUBMISSION

